



## Year 1

<p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p><b>Prevent Democracy.</b></p> <p><b>The rule of law.</b></p> <p><b>Individual liberty.</b></p> <p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b></p>	<ul style="list-style-type: none"> <li>• Provide a safe environment for debating controversial issues.</li> <li>• Help pupils to understand how they can influence and participate in decision-making.</li> <li>• Belonging – Transition week setting up the classrooms (also termly role play areas)</li> <li>• Class Rules</li> <li>• LEAD values</li> <li>• Identify and celebrate different cultures within the class</li> <li>• RE – planned opportunities for reflection and sharing of own beliefs</li> <li>• Buddies for new children</li> <li>• Citizenship and Role Model booklets</li> <li>• Questions</li> <li>• Environment days</li> <li>• Enterprise- Learning about money</li> <li>• Recall some important facts about British history</li> <li>• Contributing to the life of a classroom in school.</li> <li>• Homes around the world.</li> <li>• British Value assemblies</li> <li>• Newsround – climate change</li> <li>• Litter picking monitors at break time</li> <li>• Embrace project</li> </ul> <p><i>Specific content PSHE Units:</i></p> <p><i>What makes us special?</i></p> <p><i>How do we feel?</i></p> <p><i>What can we do with money?</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>‘Wonder’ book focus PSHE</i></p> <p><i>Summer term theme ‘Our Planet’</i></p> <p><i>Science – how to look after school and local environment</i></p> <p><i>Assemblies linked to British Values, Academy Values and religious festivals.</i></p> <p><i>Range of diverse books shared and discussed in class</i></p> <p><i>Commando Joe</i></p>
<p>Health and well-being</p>	<ul style="list-style-type: none"> <li>• I know the importance of personal hygiene</li> <li>• Food technology</li> <li>• PSHE/class assemblies</li> <li>• Assemblies linked to PSHE – keeping myself mentally and physically healthy.</li> <li>• The children know who they can go to if they are worried.</li> <li>• Deployment support in place for service pupils.</li> <li>• Healthy snacks and water only</li> </ul> <p><i>Specific content PSHE Unit:</i></p> <p><i>What makes us special?</i></p> <p><i>What helps us stay healthy? Mental wellbeing</i></p> <p><i>How do we feel?</i></p>



	<p><i>Wider curriculum opportunities:</i>  <i>DT – food groups and the food pyramid, healthy kebabs</i>  <i>PE – develop understanding of the body and how to keep fit</i>  <i>Morning ‘Get Active’ session to start the day</i>  <i>MSP Healthy Living workshops</i>  <i>Mental health awareness week (May)</i>  <i>Hello yellow day (Oct)</i>  <i>Daily mile</i>  <i>Colour monster- My Monster and Me shared in class</i>  <i>Yoga and meditation – weekly.</i>  <i>Zones of regulation shared and discussed.</i></p>
<p>Online Safety</p>	<ul style="list-style-type: none"> <li>• Awareness that the internet can be used to communicate with other people</li> <li>• School’s e-safety code of conduct (Rule of Law)</li> <li>• Password safety</li> <li>• E-safety charter</li> <li>• Discussions about if they see something that they are uncomfortable with</li> <li>• Understanding of personal information and the implications if it is shared</li> <li>• No photos of other children’s faces when using iPads in the classroom</li> </ul> <p><i>Specific content PSHE Unit:</i>  <i>How do we keep safe and who keeps us safe?</i></p> <p><i>Wider curriculum opportunities:</i>  <i>Safer searches when researching across all areas of the curriculum</i>  <i>Use of iPads to access Seesaw in a positive and safe way</i>  <i>Safer Internet day (Feb)</i>  <i>Project Evolve (lessons and displays)</i>  <i>Trained to use Seesaw responsible</i></p>
<p>Sex Relationship Education</p>	<p>Through RSHE:</p> <ul style="list-style-type: none"> <li>• Understand that babies have special needs.</li> <li>• Reflect the changes in their lives so far and consider future changes in growth.</li> <li>• Recognise the correct names for the body parts.</li> <li>• To identify parts of the body that are private.</li> <li>• about the special people in our lives and how we care for one another</li> <li>• Understand how we change as we grow</li> <li>• Recognise the differences and similarities between people</li> <li>• Science- learning about parts of the body</li> <li>• Understanding that parts of the body are private - Pants NSPC</li> <li>• Understanding different relationships</li> <li>• Use of ‘the three houses’ to enable children to talk about any worries</li> </ul> <p><i>Specific content PSHE Unit:</i>  <i>What makes us special?</i>  <i>How do we keep safe and who keeps us safe?</i>  <i>How do we feel?</i></p> <p><i>Wider curriculum opportunities:</i>  <i>Science – links to animals and their young</i>  <i>PSHE – who are our trusted adults? What to do if we feel worried</i>  <i>SCARF lessons</i></p>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Medicines and their safety – SCARF session</li> <li>• Recognise safety rules – lock down and fire drills</li> </ul> <p><i>Specific content PSHE Unit:</i>  <i>How do we keep safe and who keeps us safe?</i></p>



	<p><i>Wider curriculum opportunities:</i> <i>Safety discussions through familiar texts – familiar fairy tales</i> <i>Charity workshop - Stranger danger</i> <i>Great Fire of London links - Fire Safety/ Visit from Fire Brigade</i> <i>Science - sun safety, water safety</i> <i>Road Safety – trip around Waddington</i> <i>Bonfire Night/ Firework Safety assembly (Nov)</i> <i>Trip briefings and risk assessment</i> <i>Playground equipment</i> <i>Staying safe- stranger danger, not opening doors, know who you can talk to if you feel unsafe.</i></p>
Bullying (including cyber bullying)	<ul style="list-style-type: none"><li>• PSHE</li><li>• Class assemblies</li><li>• Whole school assemblies</li><li>• My Concern</li><li>• Class stories</li><li>• Play leaders</li></ul> <p><i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i> <i>How do we feel?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Drama/role play</i> <i>Social stories</i> <i>Safer Internet day (Feb)</i> <i>Anti-bullying Week (Nov)</i></p>
Other (please specify)	<ul style="list-style-type: none"><li>• Correct logo uniform on trips to identify children quickly</li><li>• Bespoke support from the pastoral team as required- Service and ELSA support.</li></ul>